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ABSTRACT

The need for a multidimensional approach to teacher education is discussed in light of the educational trends of the last decade, and the rationale behind Murray State University's (Kentucky) inservice teacher education program is explained. A short history of the university's involvement with inservice teacher education is given, and an outline for the design of similiar programs to be instituted in other universities is offered. A summary of the processes and functions in teacher inservice program development methodology is appended. (LH)

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MEETING THE NEEDS OF PUBLIC EDUCATION IN WESTERN KENTUCKY

Establishing Collaborative Multidimensional Programs for Inservice Education

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Introduction and Rationale

Murray State University has had a productive history of providing teacher education programs for the people of West Kentucky. The institution's name has been changed several times in the last 50 years (from Normal School to State Teachers College to State College to State University), yet the mission of providing training for both teachers and teacher candidates has remained as a central function of the University. At present, the Mission Statement for Murray State University clearly reflects the University's continued role in regional teacher education. The Murray State University Mission Statement, as developed by the Kentucky Council on Higher Education, says, in part, that "The University should continue to meet the needs in teacher education in its primary service region..." Thus, "teacher education" is the only mention of a specific area of study which appears in the general mission statement.

However, during the past decade there has been a nation-wide shift in thinking about the nature and purpose of teacher education. Whereas the primary focus of teacher training in the fifties and early sixties was in preservice teacher education to meet the needs of a rapidly expanding student population, the seventies saw a slow but constant decline in need for new teaching professionals. During the seventies, there was a shift in emphasis to inservice education, to meet the needs of a teacher population which was becoming more and more stable and non-mobile. In addition, there was a concomitant change from unidimensional approaches to teacher training to multidimensional approaches. Multidimensional approaches to teacher training are important because many characteristics of good teaching are embedded within the institution of the school. That is, teacher change is

closely tied to changes made in the schools and curriculums. Edelfelt and Smith (1978) summarize the relationship between curriculum change and inservice teacher education in the following way:

> ...curriculum development and inservice education are inseparable functions if school improvement is the goal. That is, curriculum development cannot take place without inservice education, and vice versa. Equally important, participation in curriculum development (and instructional improvement) is inservice education. (Edelfeld and Smith, 1978, p. 147)

These authors also suggest that the close relationship between teacher change and school change requires a different way of thinking about formal models for working with teachers. They say:

> ...curriculum development and inservice education must be multi-dimensional--they need to respond to all the factors that influence the people and circumstances of school. There is no longer in education a valid linear progression--no input-throughput-output, no planning-implementation-evaluation, no research-development-dissemination-application. Learning and teaching are too complicated to be reduced to simplistic sequential steps, and they are too dynamic to be considered in the usual research mode. (p. 147)

The idea that teaching and school change are complexly interrelated is, of course, not new. However, the need for multidimensional approaches to teacher training has received added emphasis, in Kentucky, in several recent publications of major regulatory bodies. For example, a report from the Kentucky Council on Teacher Education and Certification (1977) recommended that "quality teacher education cannot be viewed as a four year baccalaureate degree but rather as a long term process combining preservice, inservice, and continuing education components." (p. 3) A major proposal in this same report, was that a model for inservice education be designed which would "bring together the educational agencies which contribute to or are recipients of inservice education programs (institutions of higher education, local education agencies, the State Department of Education, and

the Kentucky Education Association)." (p. 5) The notion of coordination between agencies with an interest in, or responsibility for, inservice education was echoed by a report from the Kentucky Council on Higher Education (1979). Its recommendation was that:

> Inservice education should be given major status within teacher education, and a coordination mechanism should be developed to place the State Department of Education, local districts, and the higher education institutions in a defined partnership for inservice education. (p. 21)

Although the primary rationale for this recommendation was the most efficient use of resources, the simple recognition of the importance of multiple-group responsibility for inservice education implies a multidimensional concept of inservice education.

Finally, the Governor's Task Force on Education (1977) proposed a statement of basic principles of inservice education which clearly was based on a multidimensional concept of teacher training and inservice education programs. Some key principles from this statement are as follows: "1) Inservice education is essential and must be a permanent part of the educational process for the continuous and sequential growth of the personnel and educational program of the district, 2) Inservice education should be a collaborative effort among the institutions, agencies and groups--both public and private--that are involved and will benefit from it, and 3) Inservice education activities should always be related to or be concerned with the improvement of instruction and curriculum."(p.164)

In summary, Murray State University faces a future in teacher education in which multidimensional approaches to teacher training and school improvement will become increasingly important. In response to this fact, it is increasingly important to develop concrete ways to make multidimensional

approaches to teacher education an operational reality. Fortunately, Murray State University, through the Department of Instruction and Learning, has been actively involved in multidimensional approaches to teacher education during the decade of the seventies. This involvement has had two major thrusts: 1) experimentation with various processes and structures to ascertain their effects in inservice teacher training projects, and 2) the longitudinal development of a general model or plan for cooperative multidimensional teacher training and school improvement programs which can be generally implemented in the region and state. A short history of Murray State University involvement in multidimensional teacher inservice training is presented next.

A Short History of Murray State University Involvement in Multidimensional Teacher Irservice Education

Before the 1970's, graduate teacher education at Murray State University consisted primarily of on-campus coursework, often scheduled as evening and summer courses to be available for teachers in the region. Few problems arose from this model. Faculty and students alike generally understood that graduate education was synonymous with the accumulation of course credit. Teacher Education faculty status in the general university community was not greatly affected by this approach to teacher education.

However, during the 1970's there were five important efforts made by the Department of Instruction and Learning to re-orient graduate programs from an essentially on-campus model to a more multidimensional model of graduate inservice teacher education. Each of these efforts had a slightly different focus, but each built on the accumulating information about the most effective inservice strategies gained from preliminary projects.

Project EPIC, 1974-75. Project EPIC was a training program aimed at Educational Improvement Through Individualized Programs. The project brought a cadre of practicing teachers to Murray State University's campus for training in techniques for individualization. This cadre of teachers then conducted training workshops for their colleagues in the schools during the year. Efforts were also made to involve the principals in supporting the efforts of the teachers in preparing materials and using them in the classroom.

Cycle X Teacher Corps, 1975-77. Cycle X Teacher Corps was a more diverse effort in teacher training and school improvement. As a project in the national Teacher Corps Program, its activities included direct teacher training, organizational renewal activities, curriculum improvement, and community organizing. This project initiated a systematic effort to revise the typical way that graduate courses were delivered on-site. A product of Cycle X Teacher Corps was the Concept of Responsive Inservice Education. (See Schroeder and Hainsworth, A Responsive Inservice Graduate Education Model, 1977)

Kentucky Partnership Project, 1977-80. The Kentucky Partnership was a direct outgrowth of the Cycle X Teacher Corps Project, and operated in the same school district without federal funds. The project was cooperatively funded by Murray State University, the county, and the State Department of Education. It included all of the elements of the Teacher Corps Project without the involvement of community elements. Work in developing Responsive Inservice Graduate Education format begun in Teacher Corps was continued in the Kentucky Partnership.

The Henderson Project, 1978-80. The Henderson Project grew out of an effort to directly alter the way that whole graduate programs could be delivered to teachers in their districts. The program did not have the school

improvement elements of the Cycle X Teacher Corps or the Kentucky Partnership, concentrating instead on the development of alternating Master's Degree and +30 Programs. Credit was offered in a two year block, and many responsive techniques were identified to involve teachers in a variety of approaches to thinking about teaching, learning, and schooling. As in earlier programs, the Henderson Project was a major effort for the Department of Instruction and Learning, requiring the efforts of many professors.

Project '78 Teacher Corps, 1978-80 Project '78 Teacher Corps was the second Teacher Corps Project operated by the Department of Instruction and Learning. It differed from Cycle X Teacher Corps, in that it was a five year project, with ambitious school-improvement components. The Project '78 Teacher Corps Project began to confront the need to formally establish continuing long-term relationships between school districts and the university in organizing and conducting inservice teacher education programs.

In summary, although many things were learned from the experiences of the programs listed above, several critical concerns stand in thinking about the nature of a general, implementable plan for conducting multidimensional inservice teacher education throughout the service region.

Perhaps one of the most important concerns is the definition of the individual program. Each of the programs carried out by the Department of Instruction and Learning in the seventies was very different from the others, although there were many common elements, and each program was successful in many ways. A common model or plan should have specified central elements, with individualized sub-elements developed in accordance with needs in the local situation.

A second important concern is how the multidimensional inservice program

will be tied to advanced degree programs at the University. All of the projects carried out by the Department of Instruction and Learning utilized advanced degree programs with great effectiveness both for individual professional improvement and also school improvement. Based on the experience of Instruction and Learning Programs, care must be given to closely attend to institutional requirements from the University. Parallel efforts must also be made to revise and update university programs of study to facilitate the multidimensional inservice relationships.

A third concern is that if a program is multidimensional, it will have a methodology that is different from existing programs. Instead of following a standard course/class structure, the program might very well utilize a program development methodology as a framework for the inservice teacher training. Such a methodology calls, among other things, for an extensive needs assessment process, which yields a set of programmatic goals and objectives. These goals and objectives provide direction for inservice activities and graduate courses. Activities to meet goals may be small group discussion, large group functions, of a variety of in-school projects. The total process is encapsulated and guided by a formative and summative evaluation process.

A fourth concern for multidimensional inservice programs is the importance of the laboratory setting and the specific content to be addressed. A good multidimensional program ought not to be parochial in nature. It ought not to have tunnel vision or an imbreeding of ideas within a given region. Rather, the multidimensional program ought to encourage the selection of content defined by the expressed needs of the participants and institutions involved, leavened with theoretical and practical concerns of interest in the

larger profession. It is incumbent upon the leadership of the program to devise needs assessment processes which will tap existing needs as well as broaden perspectives on needs which exist.

These concerns, considered in light of the experiences of the five innovative projects at Murray State University, provide the foundation for a first try at formulating a general, implementable model or plan for multidimensional inservice teacher education programs which might be used throughout the region and state. The next section will further define a rationale for such a model or plan, and then provide an outline of the major components in a general model.

An Outline for a General Model or Plan for Multidimensional Inservice Teacher Education

The experience of the inservice projects carried out by the Department of Instrcution and Learning at Murray State University is that cooperative multidimensional inservice programs conducted by the university, the local school system, and the State Department of Education for feasible and effective. At this point, it seems feasible to specify a general model which could guide efforts to establish new multidimensional inservice programs in school districts which do not have them. This model would facilitate the more efficient use of information gained in earlier efforts. Such a model would also have statewide significance by responding to a current lack of general knowledge on the best way to facilitate inservice programs throughout Kentucky. The need for this type of information is illustrated by the following quote from a report from the Council of Higher Education (1979).

> As funds for specific in-service activities have increased, so has the status of in-service in the credentialing and certificate-renewal process. ...However, no statewide mechanism exists to approve, and encourage participation in comprehensive inservice activities. (p. 21)

For the purpose of this paper, a general model for cooperative multidimensional inservice programs should have the following characteristics:

1. The initial model should be quite general, reflecting the lack of experience in using such a general approach in many locations.
2. The model should be in outline form---allowing school districts to utilize it, check-list fashion, in planning inservice programs.
3. The model should be written in terms which support considerable diversity and creativity among planners; while still encouraging sufficient conformity to general principles as to facilitate resource allocation by cooperating agencies.

The next section is an outline model for initiating multidimensional inservice programs. Following presentation of the model, a discussion will be presented of the components of the model.

Rationale for A General Model

A general model or plan for initiating multidimensional inservice programs should provide guidelines which make it possible for separate agencies to work together. These guidelines should encompass all components which have been found to be important for interagency collaboration. They should also be aimed at producing inservice programs which function and exemplify responsive, field-based approaches in education. These programs should contain elements of school program development, professional improvement for teachers, and opportunities for staff development activities related to institutional needs. Programs developed using these guidelines should meet the following criteria:

1. they should be consistent with the overall missions of the university and local school system.

2. they should be consistent with and compatible to the direction and philosophy of parallel programs involved in the preparation of professional educators.

3. they should be designed with various components and procedures (such as admission requirements, advising, evaluation efforts, etc.) which are consistent with overall program philosophy and operation.

4. they should make provision for reward systems which promote program development concerns.

5. they should be systematically planned and developed as a sequential program effort.

In all, multidimensional inservice programs should be viewed as opportunities for the university, the public schools, and other education-related agencies to work in concert for improved public education through a multiplicity of inservice activities.

Inservice Model, Part I: Elements of An Inservice Program

A. Needs Assessment

A1. Inservice programs should commence with a comprehensive formal assessment to determine components and processes which need to be included over the span of the program.

A2. Inservice programs should include continuous informal needs assessments to update participant concerns and keep program activities in line with changes which occur in the life of the project.

B. Goals

B1. General Goals should be formulated at the beginning of the program which will be intended to guide the project over the projected span of its life.

B2. More specific objectives should be written for individual short-term activities as they occur. (such as individual graduate courses, school-based inservice programs, or teacher-oriented resource utilization programs) Short term objectives should be consistent with long-range goals.

C. Strategies/Implementation

C1. As long-range goals are written, options for implementation strategies should also be written. Goals and suggested implementation strategies should be collated into program plans.

C2. As the program continues, specific inservice activities will be developed to respond to needs identified in the informal needs assessment. Specific sub-objectives need to be written for each of these planned activities. Sub-objectives and activities can then be sorted to match major goals, so that the progress of the program may be tracked.

D. Evaluation

D1. There should be both formative and summative evaluations planned for the developing inservice project.

D2. One person should be delegated to carry out evaluation functions.

D3. Particular attention should be given to discrepancy evaluation to allow the participants to gauge their progress with stated objectives.

Inservice Model, Part 2: Inservice Negotiations (see Appendix 1)

A. School Curriculum Development. School curriculum development activities are those activities aimed at general school improvement objectives. All participants in the inservice program should be eligible to participate in school curriculum development activities.

A1. School curriculum development activities will probably take place during the following times: 1. regular district in-service days, 2. faculty meetings, and 3. during teacher's planning periods.

A2. School curriculum development activities will involve teachers, principals, and supervisors working together on school curriculum.

A3. School curriculum development activities will involve instructional improvement, school climate improvement, organizational development, home-school relations, human relations, and other topics of general education concern.

B. Professional Improvement for Teachers. Professional improvement activities will probably include participation in graduate programs leading to advanced certification.

B1. Professional improvement activities will include fifth year programs, MA programs, and +30 programs offered by Murray State University.

B2. Professional improvement programs will be planned in 2 to 3 year blocks, with 3-6 hours being offered at the project site each semester.

B3. Professional improvement programs will follow University and State Department guidelines and rules.

B4. Professional improvement programs will be conducted using the responsive mode. (Courses offered on-site, Course objectives developed with the teachers, Professors spending as much time on-site as possible, heavy orientation to application-type objectives)

C. Non-Credit Staff Development Activities. Each of the inservice programs will emphasize non-credit staff development. These activities will grow out of needs assessments, and will attempt to provide training opportunities for teachers that are more directly related to their stated needs.

C1. Staff development activities will attempt to utilize state-provided inservice time in a more integrated, systematically-planned fashion.

C2. Staff development activities will attempt to utilize teachers in planning carrying out inservice activities to the greatest extent possible.

C3. Staff development activities will be directly related to the long and short-term objectives written for the program.

Inservice Model, Part 3: Financial Agreements

A. In initiating an inservice program, current funds or resources available for staff and program development must be identified.

A1. State provided funds must be identified.

A2. Federal funds coming into the district or region must be identified.

A3. Local funds currently allocated to staff and program development must be identified.

B. Funds needed to support each of the inservice programs identified under Part 2 must be identified.

C. General resources must be identified, ie., library facilities, meeting facilities, phones, printing and copying, travel.

Inservice Model, Part 4: Calendars and Schedules

A. Inservice Education requires <u>one</u> essential element--time!

Program and Staff Development for the practicing teacher and administrator just do not happen unless "time" is "created" from the schedules. The use of calendars is essential in "creating" time in the schedules.

B. Calendaring Meetings. The sheer fact that you calendar a meeting or meetings is a positive step in the direction that something will happen. Obviously, activities not planned, generally don't happen, especially staff and program development activities.

B1. Calendar the planning sessions and include all the significant role groups.

B2. Calendar the "activity" day or event. The printing of the event on the calendar helps those responsible to work toward causing the event to happen.

C. IHE and LEA Schedules are often very different. The IHE vacations, starting and ending times are often not congruent with the LEA Schedules for those events. Again, the use of the calendar in scheduling by both LEA and IHE is essential to avoid conflict and also to insure that dates and times are set.

D. Calendars and Schedules of activities serve another essential function in inservice program and staff development--they document that things happened. This documentation is often essential in reporting to both state and national agencies that demand--by law--the such-and-such has been done.

Inservice Model, Part 5: Personnel and Material Resources

A. The identification of resources to carry out the inservice program is one of the prime responsibilities of the field-based collaborative model. Material and human resources are abundently available. In most situations, the resources available need only to be "conceptualized" in different ways in order to bring about the desired ends.

B. Personnel Resources. Personnel Resources include the University professors, local teachers, local administrators, parents, students, community agencies, and the business and civic community. When a task is identified as a real need or concern, the personnel resources to achieve the goal established is generally available. In the few cases where expertise is not found, it can be developed.

B1. The collaborative planning model is useful in bringing to light human resources previously not used. The IHE, LEA, SEA,

and community representative all have knowledge of different people with different skills and abilities.

B2. Where human resources require additional money, the collaborative model helps in assessing where the funds are and in getting committment for such funds from the proper decision maker.

B3. Most successful inservice activities that bring about meaningful changes in the school or in the teaching of children requires systematic monitoring and support. The IHE and LEA should commit personnel to a long term involvement with the inservice innovation before beginning the programs.

B4. Inservice Programs require the total committment of the administrative staff at the superintendent and principal level or no meaningful changes will occur with teaching personnel.

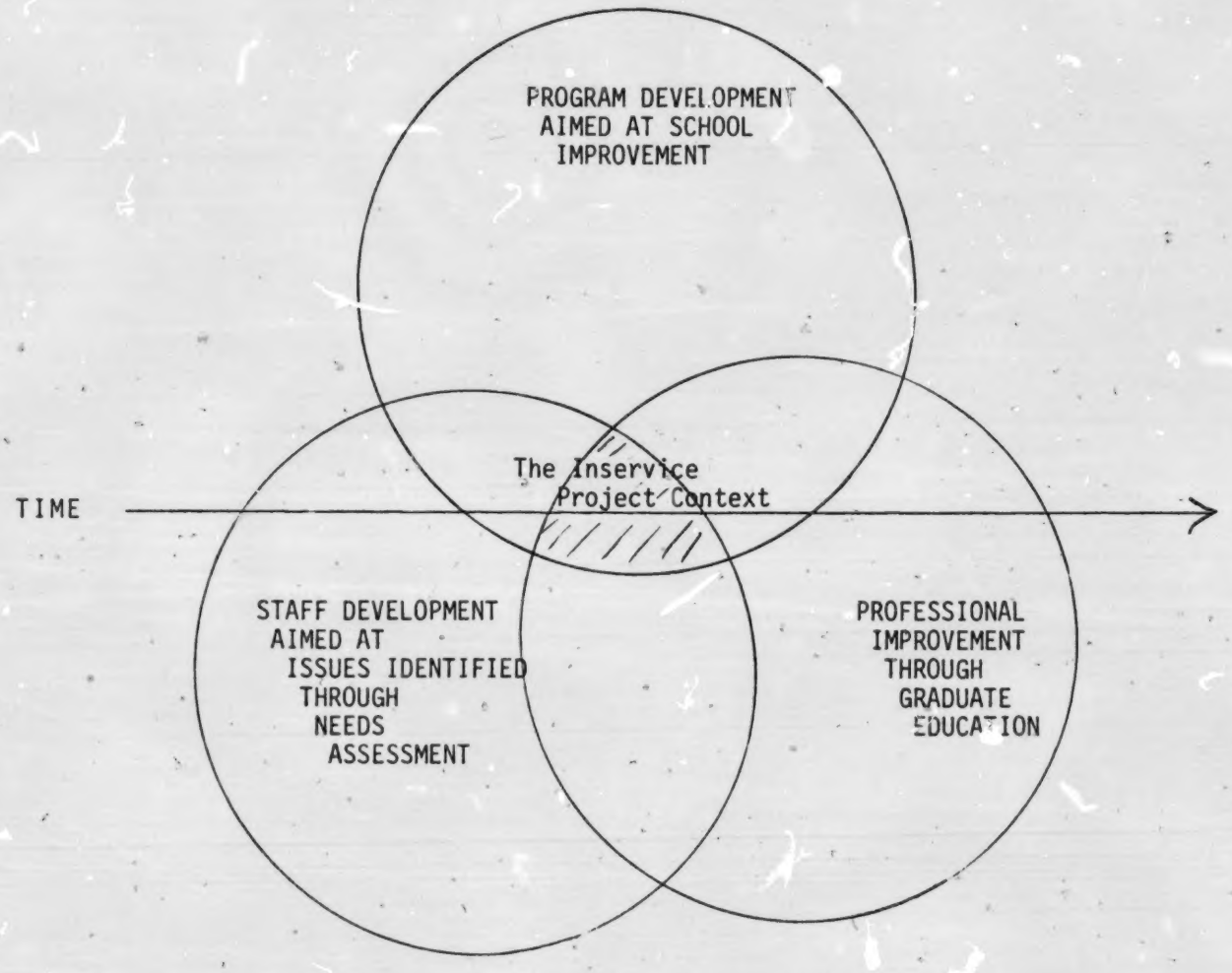
C. Material Resources. Material Resources are essential in carrying out many inservice activities. There should be a detailing of the resources essential in order to achieve the goals of the activities planned.

C1. The need for Material Resources for on-going programs as well as newly designed programs should be projected for several years in advance. Many new inservice ideas are presented and training provided because the consultant group was a state or national validated program (and therefore, the cost of the consultants were paid by the dissenination contract), but when the material resources essential to support the program was found lacking the program died.

C2. Sources for material resources are more available than most educators realize. Many government agencies at loca, state and national have funds for supporting "needy" or "innovative ways" to solve educational problems. Non-governmental resources are available to those who "ask" and "they shall receive".

C3. The agreement as to who is to provide what resources should be clearly defined in the partnership inservice agreement.

Appendix A. The Inservice Negotiation Process



APPENDIX B

SUMMARY OF PROCESSES AND FUNCTIONS IN PROGRAM DEVELOPMENT METHODOLOGY

NEEDS ASSESSMENT

1. Formal and/or informal
2. Yields short and long term directionality
3. Builds in ongoing needs generation
4. Involves all levels i.e. teachers, administrators, students
5. Involves collaborative investment/deliberation
6. Yields needs which are comparable to existing program

GOALS

1. Stress interdependence between school districts and university
2. Emphasize higher order goals (more application and utilization)
3. Emphasize optimum use of existing resources
4. Emphasize program and staff development to improve school climate
5. Emphasize identified needs, create conditions out of which other needs can be identified.
6. Follow a program development methodology

STRATEGIES/IMPLEMENTATION

1. Involves legitimate university functions (credit, non-credit, consultant)
2. Involves multiple options for participants
3. Encourages different roles for university faculty (utilizes strengths, builds new strengths)
4. Encourages follow-through on program development
5. Mobilizes access to a diversity of resources
6. Encourage different roles for public school personnel in program development
7. Encourage different programs for different locations based upon the local need, staff planning, etc.

EVALUATION

1. Should include evaluation "in" (formative) the program and evaluation "of" (summative) the program.
2. Must take into account emerging program objectives
3. Must be interpreted in terms of goals and aspirations of local project
4. Will include evaluation against predetermined standards
5. Should include a wide range of evalative methodologies

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